2005 PAAP ELA Entry Slip for Content Standard D

Student Name: _____ **Grade:** _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐
The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐
The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

(Rubric Level 1)   Rubric Level 2   Rubric Level 3   Rubric Level 4

STEP 3

- **Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.**

ENGLISH LANGUAGE ARTS

READING
A. **Process of Reading**   1 2 3 4 5 6 7 8 9 10 11

B. **Literature and Culture**   1 2 3 4 5 6 7 8 9 10 11 12 13

(D) **Informational Texts**   ① 2 3 4 5 6 7 8

WRITING
F. **Standard English Conventions** 1 2 3

G. **Stylistic-Rhetorical Aspects** 1 2 3 4 5 6 7 8 9 10 11

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Four Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Four pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 24 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __D__ Performance Indicator: __1__ Rubric Level: __1__ Rubric Page# _ELA 6_

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: _PAAP Task Bank_____   Points for Task: __6__

Task Title: _Following Directions_

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **first task** for this Entry required the student to respond to a **one-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The one-step direction was _____
(ex., get out your pencil, open the book, put __ in your desk, look at me, hang up your coat, get in line, clear your desk, get out your snack).

Prior Knowledge and Skills Required:
The student needed to understand the direction. Practice sessions with the particular direction were held until the student response was correct consistently. At that point, the teacher began recording responses and did so each of the next six times the direction was given.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)
　　　Y = Yes (appropriate response)

　　　N = No (inappropriate response)

| **% Correct _____** |

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Following Directions

Direction Given:
(be specific – ex., "Please get out your pencil.")

Date	**Correct Response to Direction?** **(Y or N)**

% Correct_____

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __D__   Performance Indicator: __1__   Rubric Level: __1__   Rubric Page# _ELA 6_

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: _PAAP Task Bank_____ Points for Task: __6__

Task Title: _Following Directions_

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry required the student to respond to a **one-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The one-step direction was _____
(ex., get out your pencil, open the book, put __ in your desk, look at me, hang up your coat, get in line, clear your desk, get out your snack).

Prior Knowledge and Skills Required:
The student needed to understand the direction. Practice sessions with the particular direction were held until the student response was correct consistently. At that point, the teacher began recording responses and did so each of the next six times the direction was given.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)
      Y = Yes (appropriate response)

      N = No (inappropriate response)

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Following Directions

Direction Given:
(be specific – ex., "Please get out your pencil.")

Date	Correct Response to Direction? (Y or N)

% Correct_____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA)   Mathematics   Science & Technology

Content Standard: __D__ Performance Indicator: __1__ Rubric Level: __1__ Rubric Page# _ELA 6_

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: _PAAP Task Bank_____ Points for Task: __6__

Task Title: _Following Directions_

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **third task** for this Entry required the student to respond to a **one-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The one-step direction was _____
(ex., get out your pencil, open the book, put ___ in your desk, look at me, hang up your coat, get in line, clear your desk, get out your snack).

Prior Knowledge and Skills Required:
The student needed to understand the direction. Practice sessions with the particular direction were held until the student response was correct consistently. At that point, the teacher began recording responses and did so each of the next six times the direction was given.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

    Y = Yes (appropriate response)

    N = No (inappropriate response)

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Following Directions

Direction Given:
(be specific – ex., "Please get out your pencil.")

Date	Correct Response to Direction? (Y or N)

% Correct_____

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one): (ELA) Mathematics Science & Technology

Content Standard: __D__ Performance Indicator: __1__ Rubric Level: __1__ Rubric Page# _ELA 6_

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: _PAAP Task Bank_____ Points for Task: __6__

Task Title: Following Directions

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.*)

The **fourth task** for this Entry required the student to respond to a **one-step** direction. The student response to the direction was recorded on six different occasions to establish a pattern of performance.

The one-step direction was _____
(ex., get out your pencil, open the book, put __ in your desk, look at me, hang up your coat, get in line, clear your desk, get out your snack).

Prior Knowledge and Skills Required:
The student needed to understand the direction. Practice sessions with the particular direction were held until the student response was correct consistently. At that point, the teacher began recording responses and did so each of the next six times the direction was given.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher gave the direction and recorded the responses on each of six occasions.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(*Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)*

Data Key: (*Define any symbols used for completion or correction of task.*)

    Y = Yes (appropriate response)

    N = No (inappropriate response)

| **% Correct _____** |

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Following Directions

Direction Given:
(be specific – ex., "Please get out your pencil.")

Date	Correct Response to Direction? (Y or N)

% Correct_____